

Lesson 2 (45 minutes)

- A. Divide the students into small groups of 3-5. Review the process for creating a chance dance. Remind the students of how they will be evaluated.
- B. Allow the students to improvise first to create the elements for the dance. Each member of the group should contribute a movement element. The groups then should determine how to generate the order for their dance. (All of the groups can use dice, or you can supply other devices or methods such as spinners.) The groups will need to assign a chance to each element and determine how long the sequence will be. Each group then creates the sequence for the dance and then memorizes and practices the dance.
- C. Students should record the dance and determine the probability for each element of the dance. Have the groups complete the group evaluation rubric.

Lesson 3 (45 minutes)

- A. Have each group perform their dance for the class.
- B. Discuss the dances using the rubric criteria. Students can discuss how the dances might change if they could choose the sequence of elements.
- C. Have the students discuss what they have learned and file recorded dance, calculated probability of elements, and rubrics in individual portfolios.

Assessment:

Assessment of group and individual work: Students will assess their individual work and the work of the group using a rubric designed by the teacher or by the teacher and students. The rubric should address how well individuals contributed to the group work and how well the group worked together to produce the dance. The teacher will also assess the groups and individuals using a rubric based on the guidelines for creating and performing the dance.

Special Considerations:

This lesson should follow earlier exploration of pedestrian movements. Students should have a clear understanding of pedestrian movements and how to create movements based on everyday activities and gestures. Students should also have explored probability and how to calculate expected outcomes. This offers a good opportunity to collaborate with a classroom teacher who could focus more specifically on the math goals. The dances could be videotaped as a part of the assessment process, so that students can see their work and better evaluate their performance. This lesson may take more than three class times, depending on the abilities of students, and the size of the class.